

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 MAY 12 PM 1:23 </div>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Palacios ISD	158-905	Palacios HS/001 JH/041	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	3	27	09-7311955
Mailing address	City	State	ZIP Code
1209 12 TH St.	Palacios	TX	77465

Primary Contact

First name	M.I.	Last name	Title
Joe		Adams	Principal-Palacios Junior High
Telephone #	Email address		FAX #
361-972-2417	joea@palaciosisd.org		361-972-6372

Secondary Contact


First name	M.I.	Last name	Title
Sherri		Seaman	Principal-Palacios High School
Telephone #	Email address		FAX #
361-972-2571	sherris@palaciosisd.org		361-972-6287

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Vicki		Adams	Superintendent
Telephone #	Email address		FAX #
361-972-5491	Vickia@palaciosisd.org		361-972-3567
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-14-107-111

Schedule #1—General Information (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Palacios ISD (PISD) has a strong tradition of technological innovation. When you take into consideration the size of our county, less than 40,000 in population, our city, less than 5,000 in population, and our circumstance, a small rural diverse coastal fishing community many miles from the nearest metropolitan area, our emphasis on exposing our students to technology is remarkable. No other district in our county, and very few of our size in the state, have made the investment in time, infrastructure (like bandwidth availability, networking equipment, wifi, and nodes), and teaching tools that PISD has. Through the last technology lending program grant (2011-2012), we were able to provide 160 mobile learning devices for our Junior High students which substantially changed the way research, assessment, and presentation happen in the classroom. The Junior High campus joined the Bring Your Own Device lifestyle this year (2012-13) and we have continued to see the use of technology in the classroom flourish.

At this point the 160 original devices are starting to see some wear, so this grant is just in time to: 1) refresh our technology, 2) grow new opportunities on our High School campus and 3) reinforce some weaknesses that we have been able to identify.

Each year, administrators and teachers complete a data disaggregation training using the most current student data. Even though we follow a district "vision statement" we devise goals for the current school year. This is based on the needs of the student groups coming to our various campuses. These goals and this data are continually discussed throughout the school year at faculty meetings and department meetings collectively with newly generated data. All information is presented to the Campus Improvement Teams which in turn develop goals and the Campus Improvement plan.

In the current school year new instructional materials will be adopted for science, math and technology. With this in mind, targeting our math lab students and using goals formulated by teachers and stakeholders, we will reach a large population of students in need. Our math lab students are those students identified through the data disaggregation process that require additional "time on task" and are placed in a second or double blocked class. Of this targeted math group, 80% are at risk and 80% are economically disadvantaged. Our data shows that looking at those students that do not have any kind of internet access outside of school (after school hours) the at-risk and economically disadvantaged students will be less likely, by 5 to 6 percentage points, to not have Internet access at home.

One method of learning in the classroom we will be implementing, when we receive this infusion of technology, is a version of the 'Flipped Classroom.' This addresses both 2) and 3) above. In our advanced math classes at the high school we will use these new devices to allow our students to use online resources such as Khan Academy, Youtube, Teachertube, and Udemy, and digital resources like ebooks and voice recordings to fast track their growth in skill and knowledge. To address 1) and 3) above, at the Junior High the focus will be on the other end of the spectrum and to use this same strategy as outlined above with our 'math lab' population, that is students who are at risk in regards to math.

Providing iPad Mini devices to populations at the secondary campuses will have an effect beyond the obvious cool factor of new technology. The access to online tutoring through videos such as Khan Academy and Udem, allows students to work at their own pace, maximizing and personalizing differentiated instruction in a way that only a individual tutor could provide in the past. Both student groups will have the opportunity to greatly expedite the learning cycle of study-process-assess, study- process-assess.

By focusing this limited technological resource on these two groups we plan to see substantial change and growth as documented through periodic assessment. This new stream of technology will also allow even more students to take advantage of the existing Mobile Learning Device's as we expand our BYOD program. As more instructors see success and as more students see the availability of the online assets, we will see campus wide change.

Our survey of technology availability at home in our community identified 17% of our students as lacking internet access outside of school hours. As a district and community we are addressing this on several fronts. The Palacios public library offers free wifi and has available computers 14 hours a week outside of school hours, the high school library offers free wifi and available computer 4 hours a week outside of school hours, the Community Hub offers wifi 5 hours a week outside of school hours, and the Boys and Girls club offers wifi and a computer lab 10 hours a week outside school hours.

To supplement this, we will offer portable hotspots (MiFi from Verizon) to check out for students that require to provide wifi beyond the hours that the community has, for example, there is nowhere within 30 miles of Palacios with public wifi available on Sunday, unless a student is in the campus parking lot at one of our schools.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$55328	\$	\$55328	
Schedule #9	Supplies and Materials (6300)	6300	\$44672	\$	\$44672	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$	\$	\$	
Percentage% indirect costs (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$	100,000	

Administrative Cost Calculation

Enter the total grant amount requested:	
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000			
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000			
Specify topic/purpose/service: Contracted service agreement		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Student data plan			
Contractor's Cost Breakdown of Service to Be Provided			Grant Amount Budgeted
1	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$55328.00
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$55328.00

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 158-905		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 158-905		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$55328.00	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$55328.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 158-905				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input checked="" type="checkbox"/>	Technology-related supplies		
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
						\$44672.00
Technology Hardware—Not Capitalized						
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Mini ipad	Mobile learning device	104	\$329	\$44,672
	2	Ipad cases	To protect mobile learning device	104	\$70	
	3	Computer	Configuration	2	\$1578	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:						\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$
Grand total:						\$44672.00

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 158-905			Amendment number (for amendments only):
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 158-905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 158-905										Amendment # (for amendments only):					
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
Total enrollment:															
Category	Number	Percentage	Category										Percentage		
African American	3	NA	Attendance rate										97.1%		
Hispanic	60	NA	Annual dropout rate (Gr 9-12)										0.9%		
White	31	NA	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)										NA		
Asian	10	NA	TAKS commended 2011 performance, all tests (sum of all grades tested)										N/A		
Economically disadvantaged	104	100%	Students taking the ACT and/or SAT										N/A		
Limited English proficient (LEP)	10	10%	Average SAT score (number value, not a percentage)										N/A		
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)										N/A		
Comments															
Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									36	38			20	10	104
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:									36	38			21	10	104

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Schedule #13—Needs Assessment

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are very few districts of our size in the state that have made the investment in time, infrastructure (bandwidth availability, networking equipment, wifi, and nodes), and teaching tools that PISD has. Through the last Technology Lending Program Grant (2011-2012) we were able to provide 160 mobile learning devices for our Junior High students, substantially changing the way research, assessment, and presentation happen in the classroom. The JH campus joined the BYOD lifestyle in 2012-13 and has continued to see the use of technology in the classroom flourish. In looking at the general needs of our secondary population we identified 3 areas that are both critical and can be addressed through the grant.

- 1) Technology refresh of our Mobil Learning Device inventory (MLD's)
- 2) Expand MLD use throughout our secondary campuses
- 3) Reinforce identified weakness in math at both extremes, advanced math students in HS and at risk math students in JH

At this point, the 160 MLDs provided through the original grant, are starting to get worn. This grant is just in time to: 1) refresh our technology, 2) grow new opportunities on our HS campus and 3) reinforce some weakness that we have been able to identify.

One method of learning in the classroom we will be implementing when we receive this infusion of technology is a version of the 'Flipped Classroom.' This addresses both 2) and 3) above. In our advanced math classes at the high school we will use these new devices to allow our students to use online resources like Khan Academy, Youtube, Teachertube, and Udemy, and digital resources such as ebooks and voice recordings to fast track their growth in skill and knowledge. To address 1) and 3) above, at the JH the focus will be on the other end of the spectrum, to use this same strategy as outlined above with our 'math lab' population who are the students at risk in regards to math.

We also know our targeted students (math lab students) also struggle in reading and other content areas. This group, which is approximately one-third of our student body, can show improvement across the curriculum with enriched technology integration and devices that can be utilized for all classroom instruction. Math lab will follow a "flipped classroom" format and time can be focused on improved student learning.

With the previous Technology Lending Program Grant the Junior High was able to put in place the seed of technology integration by securing iPhone 4's for the entire 7th grade class. These phones had a data service plan during the 2012-2013 school year, so all 7th graders had on-line capabilities and our school lessons and use of media creation tools blossomed. Without funds to support data plans, the Junior High moved forward in 2013-2014 to a bring your own technology program, using the iPhone 4's to check out and supplement any grade level student not having a device. Wi-fi access at school was available but not available after school hours. Much was learned through this process.

Acceptable use policies are in place, check out procedures, app procurement, damage and lost device policies and overall classroom expectations for parents and students have been implemented. At the campus level, professional development has given confidence to teachers to be risk takers and has promoted student directed learning. From a district standpoint, the district has also moved light years in Wi-fi service, bandwidth and filtering.

Our survey of technology availability at homes in our community identified 17% of our students as lacking internet access outside of school hours. As a district and community we are addressing this on several fronts. The public library offers free wifi and has available computers 14 hours a week outside of school hours, the high school library offers free wifi and available computer 4 hours a week outside of school hours, the Community Hub offers wifi 5 hours a week outside of school hours, and the Boys and Girls club offers wifi and a computer lab 10 hours a week outside school hours.

To supplement this we will offer portable hotspots (MiFi from Verizon) to check out for students that will provide wifi beyond the hours that the community has. For example, there is nowhere within 30 miles of Palacios with public wifi available on Sunday, unless a student is in the campus parking lot at one of our schools.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	After school hours internet access to targeted math lab students	Tablet device in their hands with MiFi for those in need. Tablet device with MiFi checked out to students who do not have Internet access.
2.	New venues to engage students through project based learning that demonstrates creativity and innovation.	Students will compare different ways of approaching traditional mathematical problems and find innovative solutions.
4.	Provide economically disadvantaged and English Language Learners internet access/technology at home	Tablet device will include translation software and apps to create opportunities for guided practice outside of the classroom.
5.	Access to software for flipped curriculum.	Tablet device will include presentation software to create opportunities for guided practice with instruction.

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Schedule #14—Management Plan

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	James Post	Technology Instructor-Palacios Junior High and High School
2.	Patrick Talbert	Assistant Principal-Palacios Junior High
3.	Joe Adams	Principal-Palacios Junior High
4.	Sherri Seaman	Principal-Palacios High School
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Devices for after school access	1. Secure grant, confirm projected number	7/15/2014	8/30/2014
		2. District upgrade of wireless system	6/1/2014	8/1/2014
		3. Order equipment for district	10/1/2014	12/1/2014
		4. Parent meetings	9/1/2014	12/1/2014
		5. Sign acceptable use forms	10/1/2014	11/1/2014
2.	Engage students in project based learning	1. Students and administrative meeting	10/1/2014	12/1/2014
		2. Configure and record devices	12/1/2014	2/1/2015
		3. Check out iPad minis & MiFi's	11/12/2014	12/1/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Electronic access to instructional materials	1. Devices configured with textbook apps	11/1/2014	12/1/2014
		2. Teacher requested apps collected and distributed	11/1/2014	12/1/2014
		3. Refresh apps based on collected data	1/15/2015	3/31/2015
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Provide Eco Dis and ELL internet access/technology at home	1. Getting MiFi and training provided to students	10/1/2014	11/30/2014
		2. Translate parent meetings using district parent liaison	10/1/2014	11/30/2014
		3. Secure documents in multiple languages	9/1/2014	12/1/2014
		4. Identify apps to support ELL students	9/1/2014	12/1/2014
		5. Refresh apps based on collected data	1/15/2015	3/31/2015
5.	Access to software for flipped curriculum	1. Teacher chosen apps	8/15/2014	10/1/2014
		2. PD 360 training for teachers	8/15/2014	10/1/2014
		3. Identify apps to support students	9/1/2014	12/1/2014
		4. Refresh apps based on collected data	1/15/2015	3/31/2015
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By the use of Campus Improvement Teams and campus department meetings, goals and objectives are discussed and reviewed with staff and community members. Monthly meetings will determine progress and adjustments needed.

Through Verizon's VPN and the available metrics on each device, we will be able to generate various reports such as usage and site frequencies. The proximity of the coordinator on the junior high/high school campus will allow for quick feedback as far as technology and lesson use. The administrator will allow specific time during each monthly faculty meeting to share success stories and concerns with device usage on a formal basis. The campuses also have departmental team meetings monthly which will include feedback on the lending program. The Campus Improvement Team meetings (which involve staff members, parents, community and business members) will also be instrumental in the implantation and improvement of the lending program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The junior high currently is a BYOT campus using iPhones 4's remaining from the 2012 Technology Lending Program Grant. No internet is available outside of campus. Teachers have collaborated and trained and are prepared to use a greater degree of technology. Currently, members of the high school staff utilize a modified version of flipped learning on a limited basis due to the lack of internet services for students. Tablet devices will allow a full implementation in select math classes. Teachers will collaborate with districts that have an established flipped learning math curriculum.

The district has invested and will continue to invest to upgrade wireless capabilities. Partnership with community is ongoing. School board and district administration are promoting 21st Century Learning. Board Goal #3 is: Increase the Integration of Technology. Objectives under this goal are:

- Increase use of technology and social media in the classrooms;
- Continue researching and implementing new technology uses; and
- Continue with support for technology in the classroom.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Track usage thru Khan Academy & Think Through Math	1.	Mastery of math concepts
		2.	Mastery of graphing calculator procedures
		3.	Improved grades in Math.
2.	Questions thru email or blog	1.	Teacher record of communication
		2.	Collaboration of students in projects
		3.	Quiz, answers and student thoughts
3.	Loss and damage of devices	1.	Acceptable use parent meeting – Sign in
		2.	Required accessories for devices – ipad case
		3.	Quarterly reports and configuration
4.	Student grades	1.	Percent passing rate of teachers
		2.	Shared projects on school or faculty notes
		3.	Parent attendance to Open House
5.	HS Classroom observations Lesson plans	1.	Improved GPA in math course
		2.	Increased amount of math content covered
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected through a number of sources. For example, pre-test/post test on graphing calculator, written benchmark questions addressing critical thinking skills and devising a best case scenario from given information. Plans for digital portfolios with students as curators will be in place if grant is successful.

Devices collected quarterly and attached to Apple configurator. Apps managed and devices personally viewed for concerns. Data usage provided by Verizon.

Data will be collected through pre- and post- testing, scores on AP exams, and semester testing.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is moving forward with a substantial contribution in major areas. Currently teacher desktop/laptops are being replaced at the secondary level. High school has received all new equipment this school year. Junior High is scheduled for next school year. Bandwidth has been procured and has increased from 50gb to 110gb. Ten of those dedicated to teacher attendance and gradebook services that should never be out of service. This summer all wireless ports will be replaced and a managed system will be in place rather than a first come first serve. With this system, all students and teachers should have full connectivity under a BYOT system.

Plans are in place to open campus libraries and extend time after school to give students wi-fi access.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It was determined that there are no available funds in the instructional material allotment fund for purchase of technology equipment.

At the 8th grade level budget amendments were submitted and enough money pooled to purchase thirty needed graphing calculators. Fifty more are necessary to reach a 1 to 1 ratio for the 2014-2015 school year. Those fifty have been requested in the local budget, pushing the budget several thousand above previous expenditures. Request for three smartboards is also budgeted to improve compatibility with wi-fi devices.

Palacios ISD invested in running fiber optic cable between the campuses in our district to replace the copper that had connected them. That has turned into gold fiber as the demand for bandwidth has grown astronomically at each campus as the internet, mobile devices, on demand video and other technology needs have expanded. Our connection to the world and our network connection itself has increased as much as is physically possible at each opportunity. From a group of shared connections adding up to about 7 mbits just 4 years ago, to a 50 mbit connection 2 years ago, to over 100mbit connection today, and the need to add additional connectivity continues to grow.

In the last 5 years we have also attempted to keep up with demands in wireless networks, WiFi has gone from a few classroom specific devices, to campus wide support of multiple network protocols. This summer we are upgrading our campus and district facility WiFi modules further yet, to become intelligent or managed devices – allowing 'dramatically greater connectivity' according to our District Network Coordinator. This money has come from an older bond fund passed several years ago or from fund balance.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The integration of technology is a top goal of our school board and District Education Improvement Committee. Our superintendent is a member of the 21st Century Academy. Providing teachers appropriate technology for their level of skill is the goal.

Our school board has the following goals for all students:

- Research and implement technology to prepare students to be workforce and higher education ready.
- Increase the number of students taking career and technology courses and receiving certifications prior to and after graduation.
- Utilize technology and diverse teaching strategies to motivate students to learn.
- Increase use of technology and social media in the classrooms.
- Continue researching and implementing new technology uses.
- Continue with support for technology in the classroom.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Priority was placed on the secondary campuses of the junior high and the high school for several reasons. The district is working to improve connectivity at these campuses, both improved band width and updated wireless will help promote the use of devices during the school day. The previous technology grant focused on students and teachers in grade 7. The carryover has been felt in 8th grade.. Even though the students are now moving to the high school, junior high teachers continue with innovative design with available technology. Students in high school need to continue the learning process.

Our second priority this year is reaching students in the 11th and 12th grades so the students will be prepared for college level work.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There was great concern with the first lending grant, but as time passed, with policies in place, teachers became more comfortable. They began to use the training they were given, they collaborated, excitement grew, and a new form of learning began. Engaging media based projects occurred that were student driven. Various media forms were used as options to study current curriculum. Confidence grew in the program that administration put in place. Kids took ownership and problems were at a minimum. iPhones became the norm, research increased and creative ideas grew when students carried a powerful tool 24 hours a day.

Curriculum requirements will remain the same but the method of teaching will vary to reach a variety of student learning styles.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palacios Junior High's use of electronic instructional materials has been somewhat limited in the past, but we are very excited about the future use of it with our new instructional materials adoptions starting Fall 2014. Currently we are using the program ConnectED through McGraw-Hill. The version that we are currently using is a bit outdated, but it does allow students to access assignments and teachers to give assessments through the program. However, our new science and mathematics adoptions for 7th and 8th grade are from Houghton Mifflin Harcourt. Both science and math have a lot of electronic and online instructional materials for students and teachers to use in the classroom and at home. In science, the digital curriculum and virtual labs will help develop important critical thinking skills that prepare students for success in future science courses. The math program also has a 100% digital textbook that allow students to access information and even get help when needed online from home. Teachers will be able to track students' progress and look at areas that they are struggling in. Both the math and science are available in HTML 5 which means they can be accessed with any device that connects to the internet. With our 1 to 1 program and these digital/electronic curriculum textbook adoptions we are very excited about the potential opportunities of these programs in our students' hands. This next school year will be our first experience of having a truly digital textbook for our students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Starting in the summer of 2010, and continuing to the present day, Palacios ISD has provided professional development focused on increasing the school day use of technology by both faculty and students in the support of learning. Classes on many topics include, integrating software like MS Office into curriculum, transitioning from chalk boards and white boards to presentation software and projectors, and now smart boards and tablets, using student response systems from dedicated hardware to apps on MLDs, using MLD's as classroom tools, creating desktop MLD and tablet based video, and many more topics.

After being awarded the last Technology Lending Program Grant in August 2012 the professional development was even more focused on MLD use in the classroom. Identifying specific apps to support learning goals, training faculty and staff in classroom management challenges with MLD's, developing tricks and tips and methods to share them in faculty meetings. The professional development has been both ongoing and evolving using district personnel and bringing in Education Service Center and vendor expertise as well.

This process will continue, though many of the things we have learned on the MLD's will apply to the new hardware (iPads) there are things that will be different. Tthe district has provided many teachers with iPads and many have personal ones as well. The district will definitely have more to share at the end of this summer. Specific classes already planed include MLD's in the classroom, digital video in the classroom and modeling digital etiquette.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our internet backbone is in constant flux. Seven years ago Palacios ISD invested in running fiber optic cable between the campuses in our district to replace the copper that had connected them at a time when the network could not take advantage of that speed. That has turned into gold fiber as the demand for bandwidth has grown astronomically at each campus as the internet, mobile devices, on demand video and other things just seem to need more. Our connection to the world and our network connection itself has increased as much as is physically possible at each opportunity. From a group of shared connections adding up to about 7 mbits just 4 years ago to a 50 mbit connection 2 years ago to over 100mbit connection today, and we are trying to increase our connectivity even more.

Our wireless infrastructure has also changed quite dramatically. Five years ago we had a few wireless hubs in the classrooms, in the libraries and on some of the computer carts (Cows). Three years ago we had high speed network hubs installed in the ceiling of our schools, dramatically changing the availability of wireless and creating a truly pervasive wireless environment. Like everyone else, we are now getting overwhelmed with demands for wireless bandwidth as the number of wireless capable devices explodes. During the summer of 2014, we will be installing managed hubs that will allow us to keep up with that demand.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our survey of technology availability at home in our community identified 17% of our students as lacking internet access outside of school hours. As a district and community we are addressing this on several fronts. The Palacios public library offers free wifi and has available computers 14 hours a week outside of school hours, the PHS Library offers free wifi and available computer 4 hours a week outside of school hours, the Community Hub offers wifi 5 hours a week outside of school hours, and the Boys and Girls club offers wifi and a computer lab 10 hours a week outside school hours.

To supplement this we will offer portable hotspots (miFi from Verizon) to check out for students that will provide wifi beyond the hours that the community has. For example, there is nowhere within 30 miles of Palacios with wifi available on Sunday other than parking outside of our schools and riding our open wifi. The number of mifi devices we will provide will necessarily reduce the impact that this grant will have in the classroom. Each mifi device and its service costing the equivalent of a tablet, but the service it will provide to the student who checks it out and their family will be tremendous as well.

The mifi device will provide essentially a portable hotspot that can be shared by 2-3 devices to provide a high quality 3g-4g class connection to any student that requires it at home. We will check these devices out on an as needed, qualified case by case basis. Many students have access through a shared data plan and built in wifi connectivity through a phone already in their household but do not realize it is available. We will offer both documentation and training for parents, students and families as to how to get to the internet, where it is available, and how to access it through their own devices, in our community and in our district.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palacios ISD has a dedicated team of 3 IT support professionals. In support of our MLD project they have greatly increased their ability to support mobile devices such as MLD's and tablets. They can now perform some hardware repairs in house. The junior high campus has developed a BYOD support process as well, to help with lost equipment, synchronization, app installation, and keeping equipment working with power supplies, cords and cases.

The campus support team consisting of teachers, librarians, aides and administrators, have worked hard together to solve problems before they arise and provide documentation and training to keep the devices operating and in the classroom. What we learned last year will substantially help this roll out be successful and read to keep the technology operating.

We have had surprisingly few incidents that required tech support with our rollout of 160 MLD's. Some of this is because of the technology inherent in modern mobile devices. One could credit another portion to the inherent stability of our network and the experienced team that created and supports it.

The training investment, through personal development, independent study, and training of staff and procedures and documentation also account for a portion of our success. What will make this newest rollout of devices successful and require a minimum of tech support is our students. Our students help one another solve many problems long before we know about it.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the Junior High, administration will be responsible for check-out of devices. Assisting will be the librarian and technology instructor. The library will serve as the center for check-in and check-out. As a team, the devices will be readied (marked or engraved, case, charging, apps applied). Students check out individually establishing passcode and screensaver. The principal will make final decisions as to those in need. The assistant principal helps with configurator, charging, finding lost items and discipline. The librarian records and verifies, and she also assigns fines as per acceptable use guidelines.

At the High School, the advanced math teacher and librarian help with configurator, charging, and finding lost items. The librarian records and verifies, and she also assigns fines as per acceptable use guidelines. The assistant principal helps with disciplinary consequences for policy violations.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will require signed acceptable use forms and replacement cost in place before check-out. Verizon contract allows for replacement of device if defective and possible replacement if lost or stolen. No insurance and no check out fee required. Quarterly check of device allows for maintenance and problems. Principal, librarian and parent will meet if concerns arise.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the Junior High and High School responsible use policy will be in place for two years. A meeting with students and parents will be required. Parent meetings scheduled to meet with as many parents as possible.

At the Junior High, technology applications classes available for all students with students receiving TEKS in intermediate school. Technology applications instructor will verify.

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